THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CADMAN ELEMENTARY SCHOOL

2022-23

37-68338-6039309
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Trousdale, Linda
Contact Person: Trousdale, Linda
Position: Principal
Telephone Number: 858/397-6500;
Address: 4370 Kamloop Ave, Cadman Elementary, San Diego, CA, 92117-4543,
E-mail Address: ltrousdale1@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent&Family Engagement Policy
☒ School Parent Compact

Board Approval: *January 24, 2023*

SAN DIEGO UNIFIED SCHOOL DISTRICT

San Diego Unified
SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego Unified
SCHOOL DISTRICT

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: *Cadman Elementary*   PHONE: *(858)397-6500* FAX: *(858)397-6540*

SITE CONTACT PERSON: *Linda Trousdale*   E-MAIL ADDRESS: *Htrousdale 1 @sandi.net*

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☑ Title I Schoolwide Programs (SWP)   ☐ CSI School   ☐ ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☐	English Learner Advisory Committee (ELAC)	Date of presentation: *N/A*
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: *N/A*
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: *N/A*
☑	Site Governance Team (SGT)	Date of presentation: *9/28/2022*
☑	Other (list): *SSC*	Date of presentation: *9/28/2022*

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

3. The site plan or revisions to the site plan were adopted by the SSC on: *9/28/2022*

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Linda Trousdale
Type/Print Name of School Principal

Linda Trousdale 9/28/2022
Signature of School Principal / Date

Yvonne Robles
Type/Print Name of SSC Chairperson

Yvonne Robles 10/05/22
Signature of SSC Chairperson / Date

N/A
Type/Print Name of ELAC Representative

N/A
Signature of ELAC Representative / Date

Fess Elizondo
Type/Print Name of Area Superintendent

10/12/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the Schoolwide Title I requirements of San Diego Unified's LEA Goals (12 Quality Indicators for Success) that are articulated through the SPSA. Each of the Goals contained in the SPSA have Title I budgets allocated to supports identified in the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, and extended and extensive learning opportunities, as they are described in the Proposed Expenditures areas of the SPSA.In addition, LCFF/DISSUP funds that have been allocated to the school for their Unduplicated Students are allocated for the primary benefit of those students in various activities including professional development, classroom support, and interventions.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

At Cadman, we have continued to make academic progress in English Language Arts and mathematics. Our student numbers fluctuate quite a bit each year in the grade levels. This provides a unique opportunity to look closely at individual scholars rather than only being able to work with larger groups of scholars. Two or three scholars can make a significant change each year in the scores that we receive. It is essential for us to focus on these cycles of data collection in order to best meet the needs of the scholars attending Cadman. We also have small numbers of English learners and students with disabilities through the grade levels. Our reclassification rate continues to be strong. A continued focus needs to be on both Integrated and Designated English Language Development Instruction for our language learners. Additional collaboration needs to take place for scholars who are dually identified as English learners and students with disabilities to make sure proper supports are being provided to maximize their learning potential. We will continue to focus our budget spending on time for teachers to collaborate and plan during their grade level Professional Learning Communities, cycles of Literacy Intervention, and the purchase of supplemental literacy and math materials for all grade levels. We will continue to seek ways for parents to be involved at the school through Family Fridays and consider other ways to bring learning opportunities to the families alongside their scholars.

ENGAGING EDUCATIONAL PARTNERS

All stakeholders, including staff, parents, the combined School Site Council (SSC/SGT) have analyzed data related to the academic performance of all student groups and have considered the effectiveness of key elements of the instructional program failing to meet the identified growth targets. In order to achieve the goals and implement the major strategies and actions set forth in the plan, the following related actions and expenditures have been adopted in an effort to raise the academic performance of student groups not meeting state standards. Advisory groups had multiple opportunities to discuss and provide input on the 2022-2023 SPSA process as documented on the Recommendations and Assurances page.

- Feb 2nd, 2022 and Feb 23rd, 2022 SSC meetings to discuss and approve 2022-23 site based budget
- Staff input on August 24, 2022 to discuss data and generate ideas for possible SPSA goals
- PTA Executive Board met on September 19, 2022 to discuss data and generate ideas for possible SPSA goals.
- SSC / SGT met on September 28, 2022 and voted to finalize and approve the SPSA for Cadman.

RESOURCE INEQUITIES

At Cadman, we will be continuing the following modifications to the SPSA for the 2022-23 school year based on the current 2021-22 data and adjusting based on the upcoming 2022-23 data analysis.
- Goal 1 - ELA:
    - We need to identify specific Learning Targets for scholars who are not meeting and/or exceeding grade level expectations. This will be an area of focus for the 2022-2023 school year.
Goal 2- Mathematics:
    - We need to focus on Math Fluencies at each Grade level and narrow assessment items in order to deeply analyze student learning.
    - We need to focus on scholars knowledge, application and communication of their mathematical thinking and reasoning.
Goal 3- English Learner:
    - We needed more acceleration cycles of the Leveled Literacy Intervention to have the full impact of the Program. In the 2022-23 school year, we will have at least 3 acceleration cycles to accelerate academic progress for scholars.
Goal 4- Graduation/Promotion Rate:
    - We are including third and fourth graders in the acceleration cycle(s) for the 2022-23 school year.
Goal 5 - Parent Involvement and Community Engagement:
    - We have not found one singular way that is effective for Parent Communication. We have a variety of methods with a varied level of success. We continue to seek input and solutions. The PTA is beginning to get a strong base of parent volunteers and we are using this as a Springboard for communication.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Linda Trousdale	Principal
Yvonne Robles	Classroom Teacher
Lisa McIntyre	Classroom Teacher
Heather Allan	Classroom Teacher
Darla Razzani	Other School Rep
Monica Morelli	Parent/Community Member
Cindy Davis	Parent/ Community Member
Tiffany Hoskins	Parent/ Community Member
Heather Anson	Parent/Community Member
Alexis Croudy	Parent/Community Member

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The strategies we put in place were:
- Utilizing the Attendance/Wellness committee for tracking, monitoring, and communicating progress of student attendance
- Shared attendance data monthly with the SSC/SGT.
- Provided attendance incentives and rewards for scholars and classes on a daily, weekly, monthly basis
- Disseminate attendance messaging through our SCOOP newsletter, teachers and School Messenger
- As a site team, we analyzed patterns and trends of attendance data to identify root causes and needs
- We had a higher percentage of absences due to the COVID-19 Health and Safety Guidelines.

These strategies were making a positive impact on increasing attendance and decreasing chronic absenteeism through February 2020. When we returned to school in April of 2021 through the 2021-2022 school year, we provided resources to families/scholars who needed to remain home for longer periods of time due to health and safety guidelines.

Our goals for the 2021-2022 school year were all around our site-based attendance tracking. We wanted to increase the monthly attendance for all of our students to 97%, our Hispanic or Latino students to 75%, and our English Learner students to 75% as well. We planned to reach these goals by June 2022. At the end of the year our attendance rate was 92%. The 2021-2022 school year had multiple types of attendance tracking based on health and safety guidelines.

We will be moving our attendance goals forward as our attendance rate was impacted by the Health and Safety guidelines.

*Major Differences
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).   The 2021-2022 school year has started in an in person learning format and data collection and supports are more consistent. The main difference was related to the Health and Safety Guidelines that were in place. These guidelines changed frequently during the year as to the length of isolation/quarantine.

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis. The goals will be adjusted and carried forward as there was not sufficient progress due to pandemic circumstances. The strategies that were used prior to the school closures were showing a positive difference. A goal was added to decrease suspensions.

*Identified Need
We are waiting for the 2021-2022 California Dashboard data to be released. Adjustments may be made to goals and strategies once there is a review.
Based on the 2019 CA Dashboard, Cadman was in the Yellow Performance Level for All Students for Academic Engagement: Chronic Absenteeism and we have two student groups in the Orange: Socioeconomically Disadvantaged and Hispanic.
For the 2019 CA Dashboard indicator for Conditions & Climate: Suspension Rate, the site is in the Yellow Performance Level for All Students and there is one student group in the Orange: White.
Looking at our site-based data...
At Cadman in 2021-2022, 35.63% of our student population missed 18 school days or more - at least 10% of the school year. This was based on data monitoring from the District's Hoonuit system.
In support of district wide initiatives, we are also including AMOs for English Learners, Students with Disabilities, and Black or African American student groups.

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK- 5	increase their monthly attendance rate	92.32	97	Attendance	monthly
June 2023	TK-5	decrease chronic absenteeism	35.63	10	Chronic Absenteeism	Annual
June 2023	TK-5	decrease suspension rate	1	1	Suspension	Annual

Cadman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-5	English Learner	Increase positive attendance	75%	90%	Attendance	Monthly
June 2023	TK-5	Students with Disabilities	Increase positive attendance	50%	75%	Attendance	Monthly
June 2023	TK-5	Black or African American	Increase positive attendance	85%	95%	Attendance	Monthly
June 2023	TK-5	English Learner	decrease chronic absenteeism	31%	10%	Chronic Absenteeism	annual
June 2023	TK-5	Students with Disabilities	decrease chronic absenteeism	22%	10%	Chronic Absenteeism	annual
June 2023	TK-5	White	decrease suspension rate	0%	0%	Suspension	annual

Supporting Black Youth - Additional Goals

1.   Cadman Elementary's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2.   The staff diversity goal at Cadman Elementary is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Cadman's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
3.   In the 2022-23 school year, Cadman Elementary will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
4.   Cadman Elementary will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
5.   Cadman Elementary's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
6.   Cadman Elementary will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
7.   Cadman will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8.   Cadman Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Focus: Improved Attendance

*Students to be served by this Strategy/Activity
All students will benefit from this focused analysis and support for positive attendance rates at school. At Cadman, the numbers of students in a student group can be very small, so we seek supports that will have a direct impact on individuals and additionally have a wider scale impact on all students.
*Strategy/Activity - Description
At Cadman we will: - Utilize the Attendance/ Wellness Committee for tracking, monitoring, and communicating of student attendance - Provide attendance incentives - students/classes (daily, weekly and monthly) - Disseminate attendance messaging- SCOOP, School Messenger, parents, Friday assembly - Analyze patterns and trends in attendance data to identify root causes and needs - Collaborate with PTA on Attendance Initiative

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. Access: Students with disabilities are general education students first and should have access to a meaningful course of study. Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

Annual Review of This Goal: SPSA Reviewed 2021-22
***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).
 	
The strategies we put in place showed scholars were making progress toward their literacy goals. The site planned to analyze literacy data at PLC meetings, yet given the shortage of Visiting teachers, we were not able to hold these meetings. We did create learning targets for scholars, utilized the Designated ELD curriculum from Benchmark, and provided three Literacy intervention/ acceleration cycles with a retired teacher to provide additional Guided reading four days per week for six weeks at a time.
Cadman has shown growth in the area of English Language Arts in Grades 3-5 based on the indicators on the California Dashboard and the CAASPP results between 2017 and 2019. We are waiting for the California Dashboard data for 2021-2022 to be released.
  As a site, we have focused on the area of English Language Arts and the analysis of individual student data to monitor and adjust instruction based on student needs. We were able to participate in the Statewide assessments in the Spring of 2022. This was the first time scholars took the standardized assessments since prior to the pandemic and school closures in March of 2020. Therefore, it was expected to see some strengths and dips in the data.
- In 2019 the scholars were at the following percentages in ELA:
    - Grade 3- 78% (our 2018-19 SPSA Goal was 75%)
    - Grade 4- 58%
    - Grade 5- 67% (our 2018-19 SPSA Goal was 50%)
    - Overall- 68%
In 2022 the scholars were at the following percentages in ELA (our SPSA goal was 70%):
    - Grade 3 - 71%
    - Grade 4- 40%
    - Grade 5- 67%
We will continue using this as our data for growth and analysis for the 2022-2023 school year. We will also be including a site-based metric for more frequent data analysis.

***Major Differences**
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s). In the 2021-2022 school year, Cadman had allocated site and LCFF funding to support PLCs through visiting teachers and the purchase of instructional materials to support English Language Arts instruction and assessment. As we were still under COVID restrictions during the 2021-2022 school year, we were not able to hold PLC meetings using Visiting teachers as there was a shortage of Visiting Teachers. We adjusted the use of the funds to provide additional literacy intervention. We also found we needed to purchase additional literacy materials for classroom staff and scholars. Additional guided

reading groups and Designated ELD instruction was provided for scholars who were in need of an additional level of support in literacy instruction.

In 2021-2022, Cadman was able to use LCFF dollars to financially support a retired teacher to provide cycles of Reading Intervention to boost reading levels of scholars not yet meeting grade level literacy expectations. The site also recognized a need to have more support for readers in third through fifth grade as we planned for acceleration. They had missed significant literacy instruction in the classroom during the campus closures.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the 2021-2022 school year we had planned to have three Intervention Cycles for scholars in grades TK- 3rd who were not yet meeting grade-level reading expectations. We had to adjust that to include scholars in third through fifth grades in need of support.

For the 2022-2023 school year, we are going to continue to include Grade 3 and Grade 4 scholars in the intervention/acceleration cycle. It is our goal to have at least three cycles this year. We are currently using the Fountas and Pinnell Leveled Literacy Intervention which provides us materials such as leveled readers up to Level M. The site received additional literacy materials for TK-5th grades from Okapi Publishers to support literacy acceleration. Cadman also has a TK/4 through Second and 3rd through 5th literacy acceleration plan to make sure that staff are able to mediate the learning loss that occurred during the pandemic.

We will continue this goal based on the Fountas and Pinnell (TK-2nd) and FASTBridge (3rd- 5th) reading data we had in June of 2022 that indicates we continue to have a need in this area.

*Identified Need - English Language Arts

There is no new California Dashboard data for the 2021-2022 school year posted yet. Based on the 2019 CA Dashboard, Cadman was in the Blue Performance Level for All Students for the Academic Performance: English Language Arts indicator. Data was collected from the Fastbridge Reading Assessment for Grades three through five in May of 2022. CAASPP data grades 3rd-5th in May 2022 and Fountas and Pinnell Literacy data grades TK-2nd.

Based on the school's overall data, 68% of scholars in 2021-22 met or exceeded grade-level standards in ELA in grades 3rd-5th. 78% of scholars in grades TK-2nd met or exceeded grade level standards in ELA. From spring 2022 CAASPP data, scholars in Grade 4 had the lowest percentage of proficiency in ELA at 40%. The combined grades 3rd-5th overall proficiency score was 59%. We will have to do more individual student analysis in grade 4 to add additional literacy supports to increase their literacy proficiency. The staff looked closely at scholars identified as English learners, Students with Disabilities, Black Youth and scholars dually identified to see what trends and patterns could be established. Given the small numbers of scholars in each category, it was difficult to isolate any specific causes for the dip in scores.

Fountas and Pinnell data analysis indicated that overall 78% of Cadman's scholars TK-2nd, at the end of 2021-22 were at or above grade-level reading proficiency. The data obtained multiple times throughout the year to gauge the Achievement levels of our scholars so they can appropriately monitor and adjust instruction at the point of need.

    - TK = 80%
    - Kindergarden = 91%
    - First = 73%

- Second = 71%
- English Learners = 60%
- Students with Disabilities= 25%
- Black Youth - no data to report

FASTbridge literacy analysis at the end of the 2021-2022 school year for grades 3rd - 5th indicated that overall 68% of scholars met or exceeded the grade level proficiency.

- Grade 3 = 87.5%
- Grade 4= 56.7%
- Grade 5= 60%
- English Learners= 50%
- Students with Disabilities = 20%
- Black or African American = 100%

In support of district-wide initiatives, we are also including AMOs for English Learners, Students with Disabilities, and Black or African American student groups.

Previous goals will be adjusted for the 2022-2023 school year based on new data.

*Goal 2 - English Language Arts						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3-5	Increase the percentage of students meeting or exceeding grade level proficiency standards	59%	70%	CAASPP ELA	Annually
June 2023	UTK-2nd	Increase the percentage of students meeting or exceeding grade level proficiency standards using the Fountas and Pinnell assessment in Grades UTK-2.	78%	80%	Fountas and Pinnell	Three times per year
June 2023	3rd-5th	Increase the percentage of students meeting or exceeding grade level proficiency standards using the FASTbridge reading in Grades 3rd-5th .	68%	75%	FAST aReading	Three times per year

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	increase the percentage of scholars meeting or exceeding grade level proficiency standards	25	40	CAASPP ELA	Annually
June 2023	3-5	English Learner	increase the percentage of scholars meeting or exceeding grade level proficiency standards	25	35	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	increase the percentage of scholars meeting or exceeding grade level proficiency standards	25	35	CAASPP ELA	Annually
June 2023	UTK-2	Black or African American	increase the percentage of scholars meeting or exceeding grade level proficiency standards	0	100	Fountas and Pinnell	Three times a year
June 2023	UTK-2	English Learner	increase the percentage of scholars meeting or exceeding grade level proficiency standards	60	70	Fountas and Pinnell	Three times a year
June 2023	UTK-2	Students with Disabilities	increase the number of scholars meeting or exceeding grade level proficiency standards	25	40	Fountas and Pinnell	Three times a year

*Identified Need - Math

Scholars in 3rd grade have consistently met or exceeded the standards in mathematics as measured by the CAASPP Math at a higher rate than the 4th and 5th grade scholars. This data is drawn from the California Dashboard and the CAASPP. The 2019 CA Dashboard indicates that at Cadman, All Students are in the Green Performance Indicator. The California Dashboard data for the 2021-2022 school year has not yet been uploaded.

2021-2022 CAASPP data for grades 3rd- 5th indicated that Cadman had an overall combined proficiency of 50%.

- Grade 3 = 63%

- Grade 4 = 40%

- Grade 5 = 47%

DEMI data for Grades 3rd-5th overall proficiency and strong percentages:

Knowledge = 73%   Application = 69%   Communication = 62%

Grade 3: Knowledge = 71 %   Application = 64%   Communication = 50%

Grade 4: Knowledge = 61%. Application = 58%.   Communication = 58%

Grade 5: Knowledge = 95%. Application = 95%. Communication = 84%

English Learners: Knowledge = 0%. Application = 50%. Communication = 50%

Students with disabilities: Knowledge= 53%. Application = 53%. Communication = 71%

Black Youth: Knowledge = 100%   Application = 100%   Communication = 100%.

English Learners, Black Youth and Students with Disabilities continue to be student groups that will be focused on at Cadman.

Site data based on Elementary Progress Reports and End of Unit Assessments indicate that 77% of scholars were meeting or exceeding math standards during the 2021-2022 school year.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting or exceeding grade level standards	50%	70%	CAASPP Math	Annually
June 2023	TK-5	Increase the percentage of scholars meeting or exceeding grade level standards	77%	80%	End of Unit Assessments	Progress Reporting periods- 3 times per year
June 2023	3-5	Increase the percentage of scholars meeting or exceeding grade level standards	Knowledge = 73%, Application = 69%, Communication = 62%	Knowledge=75%, Application =75%, Communication = 75%	DEMI	2 times per year

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting or exceeding grade level standards	50	75	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	25	50	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase the percentage of scholars meeting or exceeding grade level standards	0	75	CAASPP Math	Annually

*Identified Need - English Learners

We do not have data for the end of the 2021-2022 school year yet from the California Dashboard. Analysis will be based off Fountas and Pinnell literacy data (Grades TK-2nd), FASTbridge literacy data (3rd-5th), DEMI math data and CAASPP ELA and Math data

Fountas and Pinnell literacy (Grades TK-2nd) - 60% met or exceeded proficiency

FASTbridge literacy assessment (Grades 3rd-5th) - 50% met or exceeded grade level proficiency

DEMI math data (Grade 3rd-5th) - Knowledge - 0%, Application 50%, Communication 50%

CAASPP ELA (grades 3rd-5th)- 0%

CAASPP MATH (grades 3rd- 5th) 50%

When looking at ELPAC data, we have a goal of getting all ELs into an Overall Proficiency Level (OPL) of Well Developed and in order to do that, we want all EL scholars at Cadman to move at least one proficiency band. As a site, we are going to focus on the reading and writing proficiency levels of all of our scholars. We have met our reclassification goal of 100% each year.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	English Learner	Increase the percentage of scholars meeting or exceeding grade level standards	100	100	Reclassification Rates	Annually

*Identified Need - Graduation/Promotion Rate

We looked at data regarding students' reading levels to create the goals for this year. For our AMOs, the first focus will be on the scholars who are identified as students with disabilities in grades 3-5 to increase their reading proficiency levels. The second focus will be on the scholars who are identified as English Learners in Grades 3-5 to increase their reading proficiency levels. None of the scholars in this grade span are dually identified. The third group we will focus on will be Black Youth to increase their academic progress on the CAASPP. We will additionally use site level aReading data for each of these student groups.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students reading at or above grade level (Level 38)	87%	90%	Grade 3 ELA Reading	3 times per year
June 2023	5	Increase the percentage of students reading at or above grade level (44)	60%	80%	Grade 5 ELA Reading	3 times per year

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students reading at or above grade level	0 %	40%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students at or above reading proficiency level	19%	40%	CAASPP ELA	Annually
June 2023	3-5	Black or African American	Increase the percentage of students reading at or above grade level	25%	50%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase the percentage of students reading at or above grade level based on the FASTbridge aReading assessment	50	60%	Other (Describe in Objective)	Three times a year at Progress reporting times
June 2023	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level based on the FASTbridge aReading assessment	20%	50%	Other (Describe in Objective)	Three times per year at Progress Reporting times
June 2023	3-5	Black or African American	increase the percentage of students reading at or above grade level based on the FASTbridge aReading assessment	100%	100%	Other (Describe in Objective)	Three times per year at Progress Reporting times

Supplemental Literacy Materials

*Students to be served by this Strategy/Activity

This strategy is for the primary benefit of unduplicated students (UPP = 53.3%). To close the equity gap particular attention will be placed on analyzing and planning instruction for English Language learners as this population has performed lower than other identified student groups. This population also makes up part of Cadman's unduplicated student population (8.2%) so LCFF/DIISUP funds have been allocated for supplemental supports for the primary benefit of these students.

We are still waiting for the 2021-2022 Dashboard data to be uploaded. Adjustments may be made once the new California Dashboard Data is released.

*Strategy/Activity - Description

Unduplicated students are traditionally lower performing in ELA and the site decided to use LCFF funds for the supplemental support of various classroom supports around Tier 1 instruction and Guaranteed and Viable Curriculum as well as intervention program. The site did an evaluation and determined that additional materials will need to be purchased such as leveled readers for classroom libraries and materials to support teacher developed intervention strategies. The site plans to continue to utilize the identified strategies and supports to solidify the growth of scholars in the Unduplicated category.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00436C	Library Books		$2,000.00	$2,000.00	0043-09800-00-4201-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Provide a variety of culturally responsive books for scholars
N00438P	Supplies		$2,371.00	$2,371.00	0043-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	The teachers will use this fund to purchase materials for scholars who have higher needed in literacy and math. This will include leveled books for classroom libraries and classroom supplies determined by teacher needs.
N004393	Interprogram Svcs/Paper		$500.00	$500.00	0043-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	classroom intervention and supports

Literacy Intervention Teacher

*Students to be served by this Strategy/Activity

Unduplicated students/Scholars at Cadman who are not yet meeting grade-level proficiency in reading. Historically, unduplicated students are lower performing in core content areas. Each cycle will have flexible grouping based on the data. Scholars who maintain their reading levels are "exited" and new scholars are added.

*Strategy/Activity - Description

The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for at least three cycles of scholars in grades UTK- 4th grades this year.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N004387	Retired NonClsrm Tchr Hrly		$4,038.00	$4,999.45	0043-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for ELPAC assessments (Initial and Summative)

Professional Development

*Students to be served by this Strategy/Activity
Unduplicated students/All students will benefit from this strategy.

*Strategy/Activity - Description
During PLCs throughout the school year, teachers will work in grade level teams to monitor student data, design and implement literacy strategies that support Tier 1 instruction and Guaranteed and Viable Curriculum. - Utilize the Instructional Leadership Team- analyze data, plan PD - Schedule PLCs- ELD strategies and focused on student learning - Utilize ELD Framework, ELD Bundles, Designated ELD curriculum - Provide additional intervention cycles for UTK-4th grade literacy intervention (3 cycles) - Analyze the FAST aReading Universal Screener assessment to determine learning targets for grades 3rd-5th and Fountas and Pinnell data for grades UTK-2nd.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00431H	Prof&Curriclm Dev Vist Tchr		$2,504.00	$3,100.20	0043-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding for Visiting teachers to allow teachers to plan for students in need of extra support

*Additional Supports for this Strategy/Activity

Tier 1 Instruction Supports

*Students to be served by this Strategy/Activity
At Cadman, we will focus on improving student outcomes for all students in the area of mathematics.

*Strategy/Activity - Description
During PLCs and other trainings, teachers will work collaboratively to determine what supplemental instructional supports they need to meet the academic needs of their scholars in order to offer a Guaranteed and Viable Curriculum and Tier 1 Instruction. Using vital Title I money for these supplemental instructional supplies supports helps Cadman provide our scholars with the materials they need to be successful in mathematics.

Professional Development - Math

*Students to be served by this Strategy/Activity

We had a specific focus on our unduplicated students for supplemental supports for math as we know that historically this group is underperforming. We set goals for the three student groups we are focusing on this year - English Learners, Black or African American and Students with Disabilities, to narrow the achievement gap for these scholars.

*Strategy/Activity - Description

We determined a need for supplemental support for professional development for the primary benefit of our unduplicated students. Teachers will have release time to analyze math proficiency data at Professional Development meetings, PLCs and Instructional Leadership Team meetings . Site-wide we will have an English Language Development (ELD) focus during Professional Development meetings and Professional Learning Communities (PLCs) to increase Math Academic Language and scholars ability to explain their mathematical thinking.

Literacy Intervention - EL/UPP

*Students to be served by this Strategy/Activity

Students identified as English Learners (unduplicated pupils) will be served by these strategies. We have a small population of English Learners at Cadman which allows us to work at the individual student level to monitor student data and develop classroom supports and interventions. The site will continue to use the Benchmark Designated ELD curriculum to support the Language development for English Learners.

*Strategy/Activity - Description

Initial and Summative ELPAC assessments are completed for scholars by 2 retired teachers who have attended the professional development and calibrated to complete the assessments in the windows determined by the state. The assessment data is then used to provide Language Acquisition strategies, Literacy Acceleration and progress towards grade level standards.

The Literacy Intervention cycles will be supported by a retired classroom teacher who started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for at least three cycles of scholars in grades UTK- 4th this year.

In order to achieve these goals we will implement:

- Close monitoring of Literacy and Writing assessments of English Learners to track progress at PLCs and Reporting Periods
- Implementation of Designated ELD - daily
- Differentiated instruction and supports targeted to English Learners
- Utilize PLC Planning Time to plan for academic acceleration

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00439I	Retired NonClsrm Tchr Hrly		$10,500.00	$13,000.05	0043-30100-00-1986-2490-0000-01000-0000	Title I Basic Program			Acceleration and intervention support
N00439V	Non Clsrm Tchr Hrly		$3,231.00	$4,000.31	0043-30100-00-1957-2490-0000-01000-0000	Title I Basic Program			Funding for teacher hourly work outside the school day to support classroom interventions.

Student Monitoring

*Students to be served by this Strategy/Activity

All Students with Disabilities will benefit from the strategies that will be implemented at the site. Particular emphasis and data analysis will take place for Students with Disabilities and scholars who are dually identified as English Learners to support instructional gains based on student strengths and gaps.
 We are continuing to seek specific reading interventions that will provide additional opportunities to gain the skills necessary for progress toward grade level standards.

*Strategy/Activity - Description

Additional hourly time has been funded by Title I monies so that we can have para professionals support students on their caseloads during intervention activities. In addition, we will:
- Hold regular Special Education Team Meetings
- Integrate Special Education teachers into PLCs
- Monitor attendance, literacy and math scores monthly

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N004335	Prof&Curriclm Dev Vist Tchr		$2,504.00	$3,100.20	0043-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Visiting teacher support for classroom teachers to be able to plan and monitor instruction
N00439B	Classroom PARAS Hrly		$164.00	$224.70	0043-30100-00-2151-1000-1110-01000-0000	Title I Basic Program			Extra support for scholars with disabilities

*Additional Supports for this Strategy/Activity

- Supplies for literacy materials

Math and Literacy Interventions

*Students to be served by this Strategy/Activity
Black and African American students

*Strategy/Activity - Description
Literacy and Math small group interventions will be provided to increase progress toward grade level standards. The groups may happen during whole group, small group or individual learning times based on student need. The groupings will be flexible and address skills needed in the moment to increase progress.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N004338	Interprogram Svcs/Paper		$500.00	$500.00	0043-30100-00-5733-1000-1110-01000-0000	Title I Basic Program			Paper to support the instructional needs of scholars
N004389	Supplies		$3,494.00	$3,494.00	0043-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Supplies to support acceleration and intervention for scholars

Literacy Intervention Cycles

*Students to be served by this Strategy/Activity
All Students will benefit from the additional focus on literacy to increase their proficiency levels. There will be a continued focus on English Learners and Students with Disabilities. Black Youth will be added as a group of students to be monitored per school district initiatives.

*Strategy/Activity - Description
The Literacy Intervention cycles will be supported by a retired classroom teacher who started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of English Learners, Black Youth and Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for three cycles of scholars in grades UTK-4th this year.

In addition, the following will be used to promote literacy instruction:
- Monitor Literacy scores on the Fountas and Pinnell Benchmark Literacy Assessment (UTK-2) 3 times per year
- Utilize the FAST aReading Universal Screener (3rd-5th) 3 times per year to monitor progress
- Work with teachers to set individual learning targets for scholars based on data
- Provide time in PLCs for data analysis and Instructional Planning using the Fountas and Pinnell Literacy Continuum and the Critical Concepts.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0043N	Retired NonClsrm Tchr Hrly		$6,462.00	$8,000.60	0043-30106-00-1986-2490-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			Acceleration and intervention supports
N00434X	Supplies		$3,643.00	$3,643.00	0043-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Supplies to support academic needs
N00439S	Software License		$2,500.00	$2,500.00	0043-30100-00-5841-1000-1110-01000-0000	Title I Basic Program			Tools to provide extra differentiated literacy and math supports

*Additional Supports for this Strategy/Activity

- Provide release time for Teachers to collaborate in PLCs
- Purchase Literacy supplies and books
- Fund literacy intervention to include grade 4.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In the 2021-2022 school year, our site completed the CAL-SCHLS survey. Our data showed:
- Increase the percentage of parents responding "Strongly Agree" in Indicator 1- School allows input and welcomes parents' contributions from all parent groups. Score 55%, up 2 percentage points from the baseline of 53%. Target percentage was 60%.
- Increase the percentage of parents responding "Strongly Agree" in Indicator 2 - School encourages me to be an active partner with the school in educating my child. Score 53%. a decrease of 2 percentage points from the baseline of 55% in 2019. Target percentage was 60%.
- Increase the percentage of parents responding "Strongly Agree" in Indicator 3- School actively seeks the input of parents before making important decisions from all percentage groups . Score 53%, up 19 points from the baseline in 2019 of 34%. Target was 60%.
- In the 2021-2022 school year, there were limited opportunities for parents to be on campus due to the Health and Safety protocols that were in place. We had a few core essential volunteers that supported on campus. Many things were still done in a virtual format such as parent conferences, awards assemblies etc. At the end of the year, we were able to have more opportunities for parents to be on campus for events and field trips. This year we are looking forward to have more parents back on campus regularly. We know it is essential that parents are provided with a variety of opportunities to be part of their scholar's journey at Cadman. Parents are able to volunteer in their child's classroom, on field trips and as part of special projects on campus as permitted by health and safety guidelines. We have strong parent support for the PTA and site-based committees such as the School Site Council.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We continue to seek ways to gather more input and participation from all families at all school activities. There is a core group of parents who are helping the administrative team to develop new ways to engage Cadman families and keep them informed of upcoming events and the importance of daily attendance.

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Meaningful input from families is essential as we continue to build strong academic and behavioral supports at Cadman. The collaboration of all stakeholders will provide additional support for Cadman making the goals we have set for Goal 1 supporting a Safe, Collaborative and Inclusive Culture of learning at Cadman. In the past, the PTA has helped with the attendance incentives to increase positive rates of attendance. Currently, given our COVID guidelines for isolation and quarantine, we are looking at attendance differently and increasing the use of Independent Study Contracts to keep scholars current with their work which is done collaboratively with the families. |

*Identified Need
The California Schools Parent Survey (CSPS) 2021-2022 indicated that in the indicator of "Parental Involvement" that we have room to grow.
We were able to administer the 2021-2022 California Healthy Schools Survey for all groups (Staff, Students - grade 5,and Parents).
In the 2019-2020 SPSA, Cadman set three goals for Parent Involvement and Community Engagement. Based on the new data we will continue to adjust and monitor these goals for progress.
- Increase the percentage of parents responding "Strongly Agree" in Indicator 1- School allows input and welcomes parents' contributions from all parent groups. (Baseline 55% , Target Percentage 60% , measure CAL - SCHLS (CSPS))
- Increase the percentage of parents responding "Strongly Agree" in Indicator 2- School encourages me to be an active partner with the school in educating my child.. (Baseline 53% , Target Percentage 60% , measure CAL - SCHLS (CSPS))
- Increase the percentage of parents responding "Strongly Agree" in Indicator 3- School actively seeks the input of parents before making important decisions from all parent groups.(Baseline 53% , Target Percentage 60% , measure CAL - SCHLS (CSPS))

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1- School allows input and welcomes parents' contributions from all parent groups	55%	60%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in indicator 2- School encourages me to be an active partner with the school in educating my child.	53%	60%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 3- School Actively seeks the input of parents before making important decisions from all parent groups	53%	60%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2023	SSC	Increase the attendance at the SSC meetings	80%	90%	Committee Attendance

Parent Meetings

*Families to be served by this Strategy/Activity
All families will benefit from implementing additional strategies for communication, input gathering and providing timely and relevant feedback.

*Strategy/Activity - Description
At Cadman, parent involvement is integral to the success of our scholars. We hold a variety of meetings on campus when permitted by health and safety guidelines such as: morning opening activities, parent meetings with the PTA, community garden club, SSC. Family Fridays will be scheduled during the year. Family Fridays are a time that provides parents a variety of learning opportunities and then they have time to read together with their scholar. As a site, we plan to increase communication and input gathering in the following ways: - SSC/SGT   - Administer the California Schools Parent Survey   - Identify and problem-solve with key parent leaders

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N004340	Supplies		$501.00	$501.00	0043-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Supplies for parent engagement activities
N004374	Inservice supplies		$200.00	$200.00	0043-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Inservice materials for parent activities

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Cadman Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 24,420
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 52,135

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$ 14,744
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 14,744

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$ 12,971
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 12,971

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 52,135

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Cadman Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	2,504.00	0	$2,504.00
Cadman Elementary			1986 Retired NonClsrm Tchr Hrly	Retired NonClsrm Tchr Hrly	4,038.00	0	$4,038.00
Cadman Elementary			3000 Benefits			0	$1,557.65
Cadman Elementary			4201 Library Books	Library Books	2,000.00	0	$2,000.00
Cadman Elementary			4301 Supplies	Supplies	2,371.00	0	$2,371.00
Cadman Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	500	0	$500.00
Cadman Elementary		(blank) Total				0	$12,970.65
Cadman Elementary	09800 LCFF Intervention Support Total					0	$12,970.65
Cadman Elementary	30100 Title I Basic Program	(blank)	1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	3,231.00	0	$3,231.00
Cadman Elementary			1986 Retired NonClsrm Tchr Hrly	Retired NonClsrm Tchr Hrly	10,500.00	0	$10,500.00
Cadman Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	164	0	$164.00
Cadman Elementary			3000 Benefits			0	$3,330.06
Cadman Elementary			4301 Supplies	Supplies	3,494.00	0	$3,494.00
Cadman Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	500	0	$500.00
Cadman Elementary			5841 Software License	Software License	2,500.00	0	$2,500.00
Cadman Elementary		(blank) Total				0	$23,719.06
Cadman Elementary	30100 Title I Basic Program Total					0	$23,719.06
Cadman Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	501	0	$501.00
Cadman Elementary			4304 Inservice supplies	Inservice supplies	200	0	$200.00
Cadman Elementary		(blank) Total				0	$701.00
Cadman Elementary	30103 Title I Parent Involvement Total					0	$701.00
Cadman Elementary	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	2,504.00	0	$2,504.00
Cadman Elementary			1986 Retired NonClsrm Tchr Hrly	Retired NonClsrm Tchr Hrly	6,462.00	0	$6,462.00
Cadman Elementary			3000 Benefits			0	$2,134.80
Cadman Elementary			4301 Supplies	Supplies	3,643.00	0	$3,643.00
Cadman Elementary		(blank) Total				0	$14,743.80
Cadman Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0	$14,743.80

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Cadman Elementary

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (2022-2023)

2.0 With approval from the local governing board, Cadman Elementary has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- The information is given out in our monthly SCOOP newsletter.
- The School Plan for Student Achievement (SPSA) has the information included.
- The policy is posted on our Cadman website and on the parent board in the office breezeway.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Cadman Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

- We offer a variety of ways for families to receive the information and be involved at Cadman. We recognize that we need to have multiple ways for families to be connected to school.
- The meetings take place at a variety of times to accommodate the schedules of families.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

At Cadman we offer:

- A morning session
- An evening session
- A session at the SSC/SGT meeting

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

We engage families in a variety of opportunities to provide input and review data related to student achievement. We actively seek information from families about how we can improve the supports at Cadman. As we launch the school year, we get input on the types of activities families would like to participate in to support our school community.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

We provide data on an individual basis and also seek input from families on what areas they might see a need to provide support in to increase access to core instruction and achieve high levels of academic and behavioral success.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

This is available through Family Fridays and other inservice activities for families where they are able to learn strategies to support their scholars.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

All of our meetings are publicized in a variety of ways and families are encouraged to participate:

- School Messenger
- Parent information board in the office breezeway
- Cadman SCOOP newsletter

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Public comment is available at SSC/SGT meetings monthly.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a)   The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

This is done through progress monitoring and meetings with the classroom teachers to go over grade level standards and expectations for student growth.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

Staff provide resources and materials for families to encourage their support of academic achievement in the home.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Parents and staff work collaboratively to support student achievement and social emotional growth. They share tools and resources that they have both found useful when supporting scholars. This connection helps scholars know they have a circle of support.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

Cadman continues to seek input on what families need in terms of supports and services.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

The information is provided in a variety of ways. Interpreters and translation services are used as needed.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

Input is actively sought from families and then the team at Cadman looks for new ways to create opportunities for parent involvement and participation in activities.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Cadman Elementary, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Interpreters are used for meetings such as IEPs or parent/teacher conferences to provide the information in the primary language for the family

- Information is translated into languages other than English

- Input is gathered and shared at smaller meetings like PTA, Family Fridays, SSC where parents are able to sit in small groups and discuss a topic and provide input.

- Surveys are provided in multiple languages.

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact (2022-2023)
Cadman Elementary

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

The school addresses this by:
- Provide Integrated and Designated ELD instruction
- Instruction includes a visual arts methodology
- Extra Guided Reading groups
- Targeted skills instruction
- Targeted extension opportunities for GATE scholars and scholars achieving beyond grade level expectations
- Utilize learning styles of individual scholars
- Parent/Teacher Conferences are held in November and March
- Progress reports are provided 3 times per year
- Access to staff before and after school
- Volunteer opportunities are available.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1.   Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

● This is done through Parent/ Teacher conferences where progress towards standards is discussed. Staff also share assessment data on a regular basis to show student progress. The SCOOP newsletter and School Messenger are additional ways information is provided.

2.   Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

At Cadman:
● Parent/Teacher Conferences are held in November and March
● Progress reports are provided 3 times per year

3.   Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

    ● There are opportunities for parents to participate in committees, classroom supports, field trips and school-wide events. Parents partner with teachers to create a home school connection.

4.   Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

    ● Regular teacher - parent communication
    ● School Messenger
    ● The SCOOP newsletter
    ● Use of the Parent Information board in the breezeway
    ● Flyers and notes
    ● Use of interpreters and translation when needed
    ● Teachers use messaging systems such as: Class Dojo or REMIND to connect with individual families
    ● Activities are provided at a variety of times to increase options to participate

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes
from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year
Demographic Summary. Additional data for schools can be found in:

• Illuminate
• California Dashboard

> * Enrollment, participation date, ethnicity demographics, and language demographics will
> impact the results of data. Data is organized and reported differently amongst the data
> sources above.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cadman
All Grades Combined

Student Group	English Language Arts												Chg From		Mathematics												Chg From	
	2016		2017		2018		2019		2022				2016	2019	2016		2017		2018		2019		2022				2016	2019
	N	%	N	%	N	%	N	%	N	%			%	%	N	%	N	%	N	%	N	%	N	%			%	%
Total	75	72.0	73	63.0	85	56.5	74	67.6	79	58.2			-13.8	-9.4	76	59.2	74	56.8	85	54.1	74	59.5	79	50.6			-8.6	-8.9
Female	42	64.3	40	62.5	39	53.8	38	57.9	41	56.1			-8.2	-1.8	42	52.4	40	52.5	39	46.2	38	44.7	41	41.5			-10.9	-3.2
Male	33	81.8	33	63.6	46	58.7	36	77.8	38	60.5			-21.3	-17.3	34	67.6	34	61.8	46	60.9	36	75.0	38	60.5			-7.1	-14.5
African American	3	-	3	-	2	-	2	-	1	-		-	-	3	-	3	-	2	-	2	-	1	-		-	-
Asian	1	-	1	-	1	-	0	-	4	-		-	-	1	-	1	-	1	-	0	-	4	-		-	-
Filipino	0	-	0	-	1	-	2	-	0	-		-	-	0	-	0	-	1	-	2	-	0	-		-	-
Hispanic	30	56.7	26	46.2	37	51.4	34	58.8	31	51.6			-5.1	-7.2	31	45.2	27	44.4	37	40.5	34	47.1	31	45.2			0.0	-1.9
Native American	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Pacific Islander	1	-	1	-	0	-	1	-	0	-		-	-	1	-	1	-	0	-	1	-	0	-		-	-
White	34	82.4	37	73.0	34	64.7	27	74.1	36	63.9			-18.5	-10.2	34	73.5	37	67.6	34	61.8	27	63.0	36	55.6			-17.9	-7.4
Multiracial	5	-	4	-	10	60.0	8	-	7	-		-	-	5	-	4	-	10	80.0	8	-	7	-		-	-
English Learner	8	-	10	20.0	18	22.2	11	27.3	2	-		-	-	9	-	11	27.3	18	33.3	11	18.2	2	-		-	-
English-Speaking	67	79.1	63	69.8	67	65.7	63	74.6	77	59.7			-19.4	-14.9	67	59.7	63	61.9	67	59.7	63	66.7	77	50.6			-9.1	-16.1
Reclassified†	9	-	10	80.0	10	80.0	10	80.0	13	53.8			-	-26.2	9	-	10	80.0	10	50.0	10	80.0	13	38.5			-	-41.5
Initially Eng. Speaking	58	77.6	53	67.9	57	63.2	53	73.6	64	60.9			-16.7	-12.7	58	60.3	53	58.5	57	61.4	53	64.2	64	53.1			-7.2	-11.1
Econ. Disadv.*	49	63.3	47	51.1	60	53.3	45	68.9	46	50.0			-13.3	-18.9	51	52.9	48	50.0	60	51.7	45	53.3	46	39.1			-13.8	-14.2
Non-Econ. Disadv.	26	88.5	26	84.6	25	64.0	29	65.5	33	69.7			-18.8	4.2	25	72.0	26	69.2	25	60.0	29	69.0	33	66.7			-5.3	-2.3
Gifted	23	91.3	19	94.7	14	85.7	8	-	2	-		-	-	24	87.5	19	89.5	14	92.9	8	-	2	-		-	-
Not Gifted	52	63.5	54	51.9	71	50.7	66	63.6	77	57.1			-6.4	-6.5	52	46.2	55	45.5	71	46.5	66	54.5	77	49.4			3.2	-5.1
With Disabilities	8	-	10	40.0	13	7.7	8	-	13	38.5			-	-	9	-	10	30.0	13	7.7	8	-	13	23.1			-	-
WO Disabilities	67	76.1	63	66.7	72	65.3	66	74.2	66	62.1			-14.0	-12.1	67	62.7	64	60.9	72	62.5	66	65.2	66	56.1			-6.6	-9.1
Homeless	4	-	5	-	4	-	2	-	7	-		-	-	4	-	5	-	4	-	2	-	3	-		-	-
Foster	0	-	2	-	2	-	1	-	0	-		-	-	1	-	2	-	2	-	1	-	0	-		-	-
Military	0	-	0	-	0	-	0	-	3	-		-	-	0	-	0	-	0	-	0	-	2	-		-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cadman
Grade 3

Student Group	English Language Arts												Chg From		Mathematics												Chg From	
	2016		2017		2018		2019		2022		2016	2019			2016		2017		2018		2019		2022		2016	2019		
	N	%	N	%	N	%	N	%	N	%	%	%			N	%	N	%	N	%	N	%	N	%	%	%		
Total	34	67.6	19	78.9	31	64.5	0	-	28	71.4	3.8	-			34	82.4	19	84.2	31	67.7	27	77.8	28	64.3	-18.1	-13.5		
Female	18	66.7	12	83.3	13	61.5	0	-	11	72.7	6.0	-			18	77.8	12	91.7	13	61.5	15	66.7	11	54.5	-23.3	-12.2		
Male	16	68.8	7	-	18	66.7	0	-	17	70.6	1.8	-			16	87.5	7	-	18	72.2	12	91.7	17	70.6	-16.9	-21.1		
African American	1	-	0	-	2	-	0	-	0	-	-	-			1	-	0	-	2	-	1	-	0	-	-	-		
Asian	1	-	0	-	0	-	0	-	3	-	-	-			1	-	0	-	0	-	0	-	3	-	-	-		
Filipino	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	1	-	0	-	-	-		
Hispanic	15	53.3	9	-	16	62.5	0	-	8	-	-	-			15	73.3	9	-	16	62.5	10	70.0	8	-	-	-		
Native American	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	1	-	0	-	-	-		
White	15	80.0	10	90.0	9	-	0	-	15	73.3	-6.7	-			15	86.7	10	90.0	9	-	10	80.0	15	53.3	-33.4	-26.7		
Multiracial	2	-	0	-	4	-	0	-	2	-	-	-			2	-	0	-	4	-	4	-	2	-	-	-		
English Learner	8	-	3	-	7	-	0	-	2	-	-	-			8	-	3	-	7	-	1	-	2	-	-	-		
English-Speaking	26	84.6	16	81.3	24	75.0	0	-	26	76.9	-7.7	-			26	88.5	16	81.3	24	75.0	26	80.8	26	65.4	-23.1	-15.4		
Reclassified†	3	-	2	-	3	-	0	-	1	-	-	-			3	-	2	-	3	-	3	-	1	-	-	-		
Initially Eng. Speaking	23	82.6	14	78.6	21	71.4	0	-	25	76.0	-6.6	-			23	87.0	14	78.6	21	71.4	23	78.3	25	64.0	-23.0	-14.3		
Econ. Disadv.*	24	58.3	9	-	21	61.9	0	-	15	60.0	1.7	-			25	80.0	9	-	21	61.9	13	69.2	15	46.7	-33.3	-22.5		
Non-Econ. Disadv.	10	90.0	10	80.0	10	70.0	0	-	13	84.6	-5.4	-			9	-	10	80.0	10	80.0	14	85.7	13	84.6	-	-1.1		
Gifted	12	91.7	4	-	3	-	0	-	2	-	-	-			13	100.0	4	-	3	-	2	-	2	-	-	-		
Not Gifted	22	54.5	15	73.3	28	64.3	0	-	28	71.4	16.9	-			21	71.4	15	80.0	28	64.3	25	76.0	28	64.3	-7.1	-11.7		
With Disabilities	4	-	2	-	4	-	0	-	3	-	-	-			5	-	2	-	4	-	1	-	3	-	-	-		
WO Disabilities	30	73.3	17	82.4	27	70.4	0	-	25	76.0	2.7	-			29	86.2	17	88.2	27	74.1	26	76.9	25	64.0	-22.2	-12.9		
Homeless	1	-	2	-	1	-	0	-	1	-	-	-			1	-	2	-	1	-	2	-	3	-	-	-		
Foster	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Military	0	-	0	-	0	-	0	-	2	-	-	-			0	-	0	-	0	-	0	-	2	-	-	-		

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cadman
Grade 4

Student Group	English Language Arts													Chg From		Mathematics													Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	26	65.4	28	64.3	25	36.0	0	-	32	40.6	-24.8	-	26	34.6	28	64.3	25	32.0	26	46.2	32	40.6	6.0	-5.6
Female	14	42.9	14	57.1	12	25.0	0	-	18	50.0	7.1	-	14	28.6	14	50.0	12	16.7	14	21.4	18	38.9	10.3	17.5
Male	12	91.7	14	71.4	13	46.2	0	-	14	28.6	-63.1	-	12	41.7	14	78.6	13	46.2	12	75.0	14	42.9	1.2	-32.1
African American	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	1	-	0	-	-	-
Asian	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Hispanic	9	-	9	-	11	27.3	0	-	15	46.7	-	-	9	-	9	-	11	18.2	13	30.8	15	33.3	-	2.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	12	75.0	14	71.4	10	50.0	0	-	13	38.5	-36.5	-	12	41.7	14	78.6	10	40.0	9	-	13	53.8	12.1	-
Multiracial	1	-	3	-	3	-	0	-	3	-	-	-	1	-	3	-	3	-	3	-	3	-	-	-
English Learner	0	-	6	-	6	-	0	-	0	-	-	-	0	-	6	-	6	-	5	-	0	-	-	-
English-Speaking	26	65.4	22	81.8	19	42.1	0	-	32	40.6	-24.8	-	26	34.6	22	81.8	19	31.6	21	57.1	32	40.6	6.0	-16.5
Reclassified†	4	-	3	-	3	-	0	-	8	-	-	-	4	-	3	-	3	-	2	-	8	-	-	-
Initially Eng. Speaking	22	63.6	19	78.9	16	43.8	0	-	24	41.7	-21.9	-	22	31.8	19	78.9	16	31.3	19	57.9	24	45.8	14.0	-12.1
Econ. Disadv.*	16	56.3	21	52.4	17	35.3	0	-	21	38.1	-18.2	-	16	25.0	21	57.1	17	35.3	17	41.2	21	28.6	3.6	-12.6
Non-Econ. Disadv.	10	80.0	7	-	8	-	0	-	11	45.5	-34.5	-	10	50.0	7	-	8	-	9	-	11	63.6	13.6	-
Gifted	5	-	10	100.0	4	-	0	-	2	-	-	-	5	-	10	90.0	4	-	2	-	2	-	-	-
Not Gifted	21	61.9	18	44.4	21	28.6	0	-	32	40.6	-21.3	-	21	23.8	18	50.0	21	23.8	24	41.7	32	40.6	16.8	-1.1
With Disabilities	4	-	4	-	6	-	0	-	6	-	-	-	4	-	4	-	6	-	3	-	6	-	-	-
WO Disabilities	22	68.2	24	66.7	19	47.4	0	-	26	50.0	-18.2	-	22	40.9	24	70.8	19	42.1	23	52.2	26	46.2	5.3	-6.0
Homeless	1	-	2	-	2	-	0	-	4	-	-	-	1	-	2	-	2	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Cadman
Grade 5

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	15	93.3	26	50.0	29	65.5	0	-	19	68.4	-24.9	-	16	50.0	27	29.6	29	58.6	21	52.4	19	47.4	-2.6	-5.0
Female	10	90.0	14	50.0	14	71.4	0	-	12	50.0	-40.0	-	10	40.0	14	21.4	14	57.1	9	-	12	33.3	-6.7	-
Male	5	-	12	50.0	15	60.0	0	-	7	-	-	-	6	-	13	38.5	15	60.0	12	58.3	7	-	-	-
African American	0	-	2	-	0	-	0	-	1	-	-	-	0	-	2	-	0	-	0	-	1	-	-	-
Asian	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	6	-	8	-	10	60.0	0	-	8	-	-	-	7	-	9	-	10	30.0	11	45.5	8	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	7	-	13	61.5	15	60.0	0	-	8	-	-	-	7	-	13	38.5	15	66.7	8	-	8	-	-	-
Multiracial	2	-	1	-	3	-	0	-	2	-	-	-	2	-	1	-	3	-	1	-	2	-	-	-
English Learner	0	-	1	-	5	-	0	-	0	-	-	-	1	-	2	-	5	-	5	-	0	-	-	-
English-Speaking	15	93.3	25	52.0	24	75.0	0	-	19	68.4	-24.9	-	15	53.3	25	32.0	24	66.7	16	56.3	19	47.4	-5.9	-8.9
Reclassified†	2	-	5	-	4	-	0	-	4	-	-	-	2	-	5	-	4	-	5	-	4	-	-	-
Initially Eng. Speaking	13	92.3	20	50.0	20	70.0	0	-	15	66.7	-25.6	-	13	61.5	20	25.0	20	75.0	11	45.5	15	46.7	-14.8	1.2
Econ. Disadv.*	9	-	17	35.3	22	59.1	0	-	10	60.0	-	-	10	30.0	18	22.2	22	54.5	15	53.3	10	50.0	20.0	-3.3
Non-Econ. Disadv.	6	-	9	-	7	-	0	-	9	-	-	-	6	-	9	-	7	-	6	-	9	-	-	-
Gifted	6	-	5	-	7	-	0	-	2	-	-	-	6	-	5	-	7	-	4	-	2	-	-	-
Not Gifted	9	-	21	42.9	22	54.5	0	-	17	64.7	-	-	10	40.0	22	18.2	22	45.5	17	41.2	17	41.2	1.2	0.0
With Disabilities	8	-	4	-	3	-	0	-	4	-	-	-	0	-	4	-	3	-	4	-	4	-	-	-
WO Disabilities	15	93.3	22	54.5	26	73.1	0	-	15	60.0	-33.3	-	16	50.0	23	30.4	26	65.4	17	64.7	15	60.0	10.0	-4.7
Homeless	2	-	1	-	1	-	0	-	2	-	-	-	2	-	1	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: CADMAN ELEMENTARY
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Focus: Improved Attendance

*Strategy/Activity - Description

At Cadman we will:
- Utilize the Attendance/ Wellness Committee for tracking, monitoring, and communicating of student attendance
- Provide attendance incentives - students/classes (daily, weekly and monthly)
- Disseminate attendance messaging- SCOOP, School Messenger, parents, Friday assembly
- Analyze patterns and trends in attendance data to identify root causes and needs
- Develop a Public Attendance goal tracking system
- Collaborate with PTA on Attendance Initiative
- Participate in the Cohort of the *Healthy Schools Program* with Alliance for a Healthier Generation

The site determined that some Title I money would be needed to support the cost of supplies for parent meetings and to send home communications to parents regarding attendance as well as academic achievement.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		$421.00	30103-4301	non-instructional supplies to support parent engagement and parent meetings	We used the funds to order supplies that were needed for parent communication.	N/A	We will use the funds in a similar way in the 2022-2023 school year.
Inservice supplies		$200.00	30103-4304	funding for light refreshments for parent meetings	The funds were spent for refreshments and snacks for parent meetings.	N/A	We will align the budget in 2022-2023, as we are able to have more events on campus.

Goal 2 - English Language Arts

Literacy Intervention Teacher

*Strategy/Activity - Description

The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs and the needs of Students with Disabilities made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for at least three cycles of scholars in grades TK- 3 this year. If there is a need, we will expand to support Grade 4 scholars in the area of literacy acceleration. As a group, they were impacted by school closures in March of 2020 when they were second graders and many were online for their third grade year in the 2020-2021 school year. This resulted in gaps and learning loss in the areas of literacy.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Retired NonClsrm Tchr Hrly		$1,000.42	30106-1986	classroom and intervention support	The money was used to support Literacy acceleration and intervention in Grades K-5th. We were able to do more than 3 cycles, which was extremely beneficial for scholars.	The intervention teacher to show evidence of progress collected data 3 times during the year.	This year we had to expand our range of scholars in need of acceleration and intervention due to the pandemic. We had more scholars in grades 3rd-5th that required support upon their return to campus. Therefore, we shifted to support that need first and then added scholars from the primary grades, as space was available.
Retired NonClsrm Tchr Hrly	--	--	30100-1986	classroom and intervention support			

Professional Development
***Strategy/Activity - Description**
During PLCs throughout the school year, teachers will work on grade level teams to monitor student data, design and implement literacy strategies that support Tier 1 instruction and Guaranteed and Viable Curriculum. - Utilize the Instructional Leadership Team- analyze data, plan PD - Schedule PLCs- ELD strategies and focused on student learning - Utilize ELD Framework, ELD Bundles, Designated ELD curriculum - Provide additional intervention cycles for TK-3 literacy intervention (3 cycles) - Analyze the FAST aReading Universal Screener assessment to determine learning targets
***Proposed Expenditures for this Strategy/Activity**
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly		$3,499.64	30106-1957	funding for teacher hourly work outside of the school day to support classroom and intervention needs for all scholars	The money in this fund was moved to the Retired Non-classroom teacher hourly line to support literacy acceleration and intervention. As a result, we tried to figure out a way to have collaboration (PLC) meetings for teachers using the existing site resources (Resident Visiting Teacher and Additional Prep Teacher).	Given the shortage of Visiting Teachers in the 2021-2022 school year, we were not able to use this fund for PLC time for teachers.	The shortage is expected to continue into the 2022-2023 school year. Therefore, we are not planning to allocate as many dollars in this account. We plan to continue to seek options that would allow us to host the meetings with existing staff.

Goal 3 - Mathematics

Tier 1 Instruction Supports

*Strategy/Activity - Description

During PLCs and other trainings, teachers will work collaboratively to determine what supplemental instructional supports they need to meet the academic needs of their scholars in order to offer a Guaranteed and Viable Curriculum and Tier 1 Instruction such as Math and Literacy Materials to support Designated English Language Development. Using vital Title I money for these supplemental instructional supplies supports helps Cadman provide our scholars with the materials they need to be successful in mathematics.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$680.00	30106-4301	classroom and intervention supports	The teachers will use this fund to purchase materials for scholars to support their	N/A	The 2022-2023 budget will be aligned to support scholars in need of the additional

					learning. We have some scholars who have greater needs in literacy and math and we have purchased additional materials to support the learning gaps.		materials to have at school or to take home to accelerate learning.
Supplies		$7,280.00	30100-4301	classroom and intervention supports	The teachers will use this fund to purchase materials for scholars to support their learning. We have some scholars who have greater needs in literacy and math and we have purchased additional materials to support the learning gaps.	N/A	The 2022-2023 budget will be aligned to support scholars in need of the additional materials to have at school or to take home to accelerate learning.
Interprogram Svcs/Paper		$2,000.00	30100-5733	classroom and intervention supports	This fund was spent to support the needs for copies for teachers and scholars. Some of the funds were moved into Supplies and other areas. See SSC minutes and budget transfers.	N/A	We will need to look at our current supply of paper on hand to see how much we need to have in this budget for the 2022-2023 school year. We had a surplus of paper when we were out of school and operating virtually.
Professional Development - Math							

*Strategy/Activity - Description
We determined a need for supplemental support for professional development for the primary benefit of our unduplicated students while all scholars at Cadman will benefit from these activities. Teachers will have release days to analyze math proficiency data at Instructional Leadership Team meetings. Site-wide, we will have an English Language Development (ELD) focus at administrator-led Professional Development meetings and during Professional Learning Communities (PLCs) to increase Math Academic Language and scholar's ability to explain their mathematical thinking.
*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Prof&Curriclm Dev Vist Tchr		$8,500.52	30106-1192	funding for professional development	The money in this fund was moved to the Retired Non-classroom teacher hourly line to support literacy acceleration and	Given the shortage of Visiting Teachers in the 2021-2022 school year, we were not able to use this fund for	The shortage is expected to continue into the 2022-2023 school year. Therefore, we are not planning to allocate as many

					intervention. As a result, we tried to figure out a way to have collaboration (PLV) meetings for teachers using the existing site resources (Resident Visiting Teacher and Additional Prep Teacher).	PLC time for teachers.	dollars in this account. We plan to continue to seek options that would allow us to host the meetings with existing staff.

Goal 5 - Supporting Students with Disabilities

Student Monitoring

*Strategy/Activity - Description

Additional hourly time has been funded by Title I monies so that we can have para professionals support students on their caseloads during intervention activities. In addition, we will:
- Hold regular Special Education Team Meetings
- Integrate Special Education teachers into PLCs
- Monitor attendance, literacy and math scores monthly

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		$299.45	30100-2151	classroom and intervention support	This money was moved to support supplies and intervention with	N/A	We will use the funds in the 2022-2023 school year to support extra

					the Retired Teacher. Funds were not needed in this category as sites had extra funds due to COVID relief that paid for extra hours for Classroom PARAS to support scholars. See SSC minutes and budget transfer documents.		interventions if no additional funds are provided.

Goal 7 - Family Engagement

Parent Meetings

*Strategy/Activity - Description

At Cadman, parent involvement is integral to the success of our scholars. We hold a variety of meetings on campus when permitted by health and safety guidelines such as: morning opening activities, parent meetings with the PTA, community garden club, SSC (that contains our ELAC). Family Fridays are currently on hold due to health and safety guidelines. When we are able to have more adults on campus we will resume this practice of having Family Fridays five times a year. Family Fridays are a time that provides parents a variety of learning opportunities and then they have time to read together with their scholar. As a site, we plan to increase communication and input gathering in the following ways:
- SSC/ELAC
- Administer the California Schools Parent Survey
- Identify and problem-solve with key parent leaders

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Inservice supplies	--	--	30103-4304	funding for light refreshments for parent meetings	The funds were spent for refreshments and snacks for parent meetings.	N/A	We will align the budget in 2022-2023, as we are able to have more events on campus.
Supplies	--	--	30103-4301	funding for non-instructional materials to support parent engagement	We used the funds to order supplies that were needed for parent communication.	N/A	We will use the funds in a similar way in the 2022-2023 school year.

Goal 6 - Supporting Black Youth

Math and Literacy Interventions

*Strategy/Activity - Description

Literacy and Math small group interventions will be provided to increase progress toward grade level standards. The groups may happen during whole group, small group or individual learning times based on student need. The groupings will be flexible and address skills needed in the moment to increase progress.

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired NonClsrm Tchr Hrly		$12,000.17	30100-1986	classroom and intervention supports	The money was used to support Literacy acceleration and intervention in Grades K-5th. We	The intervention teacher to show evidence of progress collected data 3 times during the year.	This year we had to expand our range of scholars in need of acceleration and intervention due to the pandemic. We

					were able to do more than 3 cycles, which was extremely beneficial for scholars.		had more scholars in grades 3rd-5th that required support upon their return to campus. Therefore, we shifted to support that need first and then added scholars from the primary grades, as space was available.

What are my leadership strategies in service of the goals?

Given the changing landscape of the year, one action that I plan to continue is to look for internal ways to support teachers be able to collaborate with colleagues. Additionally, I want to think outside of the box as we plan for acceleration and intervention. I need to explore more options for Family Engagement to understand the literacy and math work that scholars need.

School Name: Cadman Elementary
SPSA Evaluation of LCFF Funded Actions/Activities: 09800
School Year: 2021-22

Goal 2 - English Language Arts

Supplemental Literacy Materials

*Strategy/Activity - Description

Unduplicated students are traditionally lower performing in ELA and the site decided to use LCFF funds for the supplemental support of various classroom supports around Tier 1 instruction and Guaranteed and Viable Curriculum as well as intervention program. The site did an evaluation and determined that additional materials will need to be purchased such as leveled readers for classroom libraries and materials to support teacher developed intervention strategies. The site plans to continue to utilize the identified strategies and supports to solidify the growth of scholars in the Unduplicated category.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
Library Books		$1,500.00	09800-4201	classroom and intervention supports	This fund has been very useful to provide library books that are relevant and interesting for our diverse population of scholars. The scholars are very excited each month when a new shipment of books arrives.	N/A	For next year, we will need to budget more to continue this opportunity for scholars to have access to new current books. The price of the subscription has increased.
Interprogram Svcs/Paper		$1,000.00	09800-5733	classroom and intervention supports	This fund was spent to support the needs for copies for teachers and scholars.	N/A	We will need to look at our current supply of paper on hand to see how much we need to have in this budget for the 2022-2023 school year. We had a surplus of paper when we were out of school and operating virtually.
Supplies		$3,181.00	09800-4301	classroom and intervention supports	The teachers will use this fund to purchase materials for scholars to support their learning. We have some scholars who have greater needs in literacy and math	N/A	The 2022-2023 budget will be aligned to support scholars in need of the additional materials to have at school or to take home to accelerate learning.

			and we have purchased additional materials to support the learning gaps.	

Professional Development

***Strategy/Activity - Description**

During PLCs throughout the school year, teachers will work on grade level teams to monitor student data, design and implement literacy strategies that support Tier 1 instruction and Guaranteed and Viable Curriculum.
- Utilize the Instructional Leadership Team- analyze data, plan PD
- Schedule PLCs- ELD strategies and focused on student learning
- Utilize ELD Framework, ELD Bundles, Designated ELD curriculum
- Provide additional intervention cycles for TK-3 literacy intervention (3 cycles)
- Analyze the FAST aReading Universal Screener assessment to determine learning targets

***Proposed Expenditures for this Strategy/Activity**

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

						monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr		$5,000.87	09800-1192	funding for visiting teachers	The money in this fund was moved to the Retired Non-classroom teacher hourly line to support literacy acceleration and intervention. As a result we tried to figure out a way to have collaboration(PLV) meetings for teachers using the existing site resources (Resident Visiting Teacher and Additional Prep Teacher).	Given the shortage of Visiting Teachers in the 2021-2022 school year, we were not able to use this fund for PLC time for teachers.	The shortage is expected to continue into the 2022-2023 school year. Therefore, we are not planning to allocate as many dollars in this account. We plan to continue to seek options that would allow us to host the meetings with existing staff.

Goal 4- Supporting English Learners

Literacy Intervention - EL/UPP

*Strategy/Activity - Description

Initial and Summative ELPAC assessments are completed for scholars by 2 retired teachers who have attended the professional development and calibrated to complete the assessments in the windows determined by the state. The assessment data is then used to provide Language Acquistion strategies, Literacy Acceleration and progress towards grade level standards.

The Literacy Intervention cycles will be supported by a retired classroom teacher that started this work at Cadman in the 2018-2019 school year. Her knowledge of reading intervention programs made her a perfect fit for the needs of scholars at Cadman. She will be working with groups of 4-6 scholars at a time seeing eight groups of students in a day and coming to the site four days a week. Each cycle is six weeks long and based on the individual needs of each scholar. After the cycle is completed, scholars who have maintained their reading level are exited from the intervention and new students are added. This will continue for at least three cycles of scholars in grades TK- 3 this year. We may also include scholars in grade 4 as they are one of the groups who were most impacted with school closures. The cycles and group size may be adjusted based on health and safety protocols.

In order to achieve these goals we will implement:

- Close monitoring of Literacy and Writing assessments of English Learners to track progress at PLCs and Reporting Periods
- Implementation of Designated ELD - daily
- Differentiated instruction and supports targeted to English Learners
- Utilize PLC Planning Time to plan for academic acceleration

*Proposed Expenditures for this Strategy/Activity

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Retired NonClsrm Tchr Hrly		$3,499.64	09800-1986	ELPAC testing	Utilizing these funds, we were able to successfully complete all Initial, Alternate and Summative ELPAC assessments within the identified state timelines. This provides essential data on our English Learners. We also use these funds for cycles of literacy acceleration. We were able to start with our upper grade scholars. We take data 3 times a year on the progress of the scholars in the literacy intervention program.	We had some scholars throughout the year that were absent due to the COVID protocols for Health and Safety. This may have impacted their progress over time.	We plan to explore some additional software and accessibility options for next year to assist with supports outside the school day.

What are my leadership strategies in service of the goals?
Given the changing landscape of the year, one action that I plan to continue is to look for internal ways to support teachers be able to collaborate with colleagues. Additionally, I want to think outside of the box as we plan for acceleration and intervention. I need to explore more options for Family Engagement to understand the literacy and math work that scholars need.